

John Kenney V.I.C. Choice; Pick of Week

John J. Kenney, Bayport, N.Y., a Junior at St. Michael's College, has been elected "Student of the Week" by the Vermont Inter-collegiate Council.

Kenney, who will head the Student Forum at the college next year, was selected by representatives of four Burlington area colleges. The Council is made up of elected representatives from Champlain College, St. Michael's College, Trinity College, and the University of Vermont. Its aim is to improve relationships between the colleges and to coordinate related campus activities.

An English concentrator at St. Michael's, Kenney is Managing Editor of *The MICHAELMAN*, the student weekly newspaper. He served the paper two years as a reporter. He had been active in the Student Forum, the Crown and Sword Honor Society and Junior Weekend.

Kenney is the son of Mr. and Mrs. Joseph C. Kenney of 51 South Gillette Avenue, Bayport, and a graduate of Seton Hall High School, Patchogue, N.Y.

He's been instrumental in heading college committees to raise funds for the Kennedy Memorial Library and the Elizabeth City Tutorial Project. He is a member of the "Sons of the American Revolution" and of the "Friendly Sons of St. Patrick."

Kenney's hobbies include golf, tennis, and intramural basketball.

A civic-minded worker, Kenney is now a close student of Winooski politics.

Hoff Speaks For K of C

By Joseph Laiacona

Vermont's Governor Hoff will speak Monday, May 10, at the last of five speakers in this year's Knights of Columbus Lecture Series. The series, charmed by Bill Stafford, is open to the public.

Beginning at 8 o'clock, the Governor is expected to speak on some phase of Vermont State Politics. His talk will be followed by a coffee hours in Alliot Hall. It is at this time that the Governor will entertain questions.

The Governor's lecture will climax this year's activities for Knights. In recent weeks, they have been busy recruiting new members. Thirty-eight candidates received their third degree on Friday, May 7. This ceremony, held in Essex Junction, was followed by a buffet supper, put on by the Council.

The MICHAELMAN

VOL. 18 NO. 20

MAY 8, 1965

Senator Prouty To Receive June Honorary Doctorate

Senator Winston L. Prouty, (R-Vt.) will be the Commencement speaker for St. Michael's College. He will address the graduating Class of 1965 and receive an honorary Doctorate of Laws on Monday morning, June 6.

The announcement was made by St. Michael's president, the Very Rev. Gerald E. Dupont, S.S.E.

Prouty, who served as Vermont's only Congressman from 1951 to 1958, this year began his second term as Vermont's junior senator. He began his political career in Newport where he was the youngest mayor the city ever had. He later served three terms in the Vermont Legislature and was chosen speaker of the House during the difficult post-war 1947 session.

During his second term in Congress, Prouty achieved the distinction of being one of the few members named to two standing committees. He was selected to serve on the Veterans' Affairs Committee and on the Foreign Affairs Committee.

On the Foreign Affairs Committee, he was a member of the Subcommittee on National Security, the Subcommittee on Europe

his "great, good work." Subcommittee Chairman Morse of Oregon declared: "Without the support of Senator Prouty, we would have had no bill. As the result of his cooperation, it was possible to get a bill."

In 1958, Prouty announced his candidacy for the U.S. Senate. He won the Republican nomination and was elected.

TOP COMMITTEES

In the Senate, he was named to the Committee on Labor and Public Welfare, the Committee on Commerce, the Select Committee on Small Business, the Special Committee on Aging and the Committee on the District of Columbia.

In his subcommittee service, he has been the ranking minority member on the Subcommittee on Education and played an important part in the deliberations leading to the passage of the Federal Aid to Education bill.

For this work, especially, he has drawn warm praise from several educators including Fr. Dupont.

His work on the vocational education and manpower development training bills earned bipartisan praise in Washington in 1963. Senator Javits (R-NY) noted



Senator Winston Prouty

Hosting Parents

Parents Weekend, May 15-16, promises to be the biggest event of its kind held with over 1000 parents expected.

The Weekend will include the third annual ART SHOW under the direction of Mr. Cyril Sloane. This event is open to all comers and Mr. Sloane asks all students to show their work. It is also expected that Mr. Sloane's other students and Mr. Paul Aschenbach, sculptor, will exhibit.

All classes and buildings will be open for the inspection of parents. This will allow parents to see how we work and live in a normal day. Saturday afternoon will feature the Faculty Wives' Tea and the President's Reception in Alliot Hall. Many teachers will be present to meet with the parents.

Saturday evening at eight, the SMC Glee Club and the Mary-

mount College Glee Club will hold a joint concert at the Ethan Allen Gym under the direction of Dr. William Tortolano. They will sing Brahms' "German Requiem" with the featured soloists John W. Donoghue, '65, and Anne Teeter Ryan, Marymount alumna.

Sunday Mass will be celebrated by the Very Rev. Gerald Dupont at the Ethan Allen Gym. The St. Michael's College Choir will sing at this Mass.

Sunday afternoon at 1:30 will bring the Fourteenth Annual Air Force ROTC Review. The 590th Air Force Band, Westover Air Force Base, Mass., will be featured.

In the reviewing stand will be Brig Gen. John A. Lang, Administrative Assistant to the Secretary of the Air Force, Reviewing Officer. Also, Maj. Gen. Francis W. Billado, Adj. Gen. Vermont Air National Guard; Brig. Gen. Richard S. Spear, Commander Vermont Air National Guard; Col. D.J. Rogers, 8th Air Force Comptroller, Westover AFB, and Col. Leonard G. Robinson, professor of Air Science at UVM.

PEACE CORPS

Senior Year Program
Volunteers - \$600. loans for senior year available. See Dr. Fairbanks or Mr. Richard McDowell.

Questionnaire To Disclose Senior Plans

By Thomas O'Connor and Gregory Koch

With the culmination of the 1964-65 academic year, the 219 members of the graduating class of 1965 are anxiously awaiting results of long range planning.

Although many graduates will enter higher education, many on fellowships and scholarships of sorts, exact totals are not yet available, pending completion of Senior Questionnaires.

Broken down into concentrations, the class divides as such:

American Studies, 6; Biology, 41; Business Administration, 51; Chemistry, 13; Economics, 9; Education, 8; English, 27; Government, 15; History 12; Mathematics, 13; Modern Languages, 5; Philosophy, 3; and 17 in Sociology.

Twenty members of Advanced ROTC, representing all concentrations, will be graduated this year. Pilot training for Richard Tero, Anthony Villanti, and Paul Ozyck will commence Feb. 1, 1966, while Walter Schmitt will leave October 18, 1965.

Delays for graduate study were granted Joseph Bellino, Andre Courchesne, James Couture, Robert Hladik, Peter Marini, James O'Brien, William O'Connell, and Garry Riordan. John Beasley and Ronald Kozma are commissioned to Mather AFB in California.

Remaining members of the grad corps are awaiting orders. Final pertinent information is to be published with senior questionnaire tabulations.



Dr. Francis S. Quinlan, who retires this year after 30 successful years of teaching at S.M.C., will be feted at a dinner June 1.

Marching Saints Cop Area "A" and City Cups

Amid the cheers of admirers, friends, and families, the "Marching Saints," St. Michael's Championship Unarmed Drill Team, regained the First Place Trophy for the New England and New York Area A Overall Basic and Trick Drill Competition held in New York City, Saturday,



Fr. Dupont and Drill Team Commander Maloney view with pride the Area "A" unarmed trophy.

April 24, 1965. In addition the First Place Trophy was copped in the Manhattan College Cup Invitational Trick Drill Competition. Sixteen Colleges participated.

With Wayne "cycle on the sidewalk" Bordeau as team Captain and Keith "Pooki" Maloney II as Commander, the "Saints" were belabored by judges as "cocky," "Goosestepping sharpies," and "showboats." The team won the applause of the spectators by means of the dedication, determination, and pride that have been its marks since its founding in 1956. The entire body of well-wishers and onlookers joined the "Saints" as they marched out of the spotlighted area, trophies in hand, in singing "When the Saints Go Marching In." It was the eighth time in nine years that the top honors were won by the "Saints."

The respect of the other competing teams, the open pleasure of all visitors, and the final judgment of the Marine Officials were garnished upon the feeling

Norm "Stoogie" Lusignan, John "Bull" Marr, Thomas "I'm Right" Matthews, Donald "Sean" McCann, Robert "Spot" Oliver, William "Fogs" Ridolfi, Robert "Bells" Schmitt, and Frosh; George "Pepper" Archambault, Robert "Hoagie" Changery, William "Cat Burglar" Delany, Paul "Wanderer" Michelsen, George "Poochy Sequence" Poole, Louis "Boston" Riley, Robert "KoKo" Semezko.

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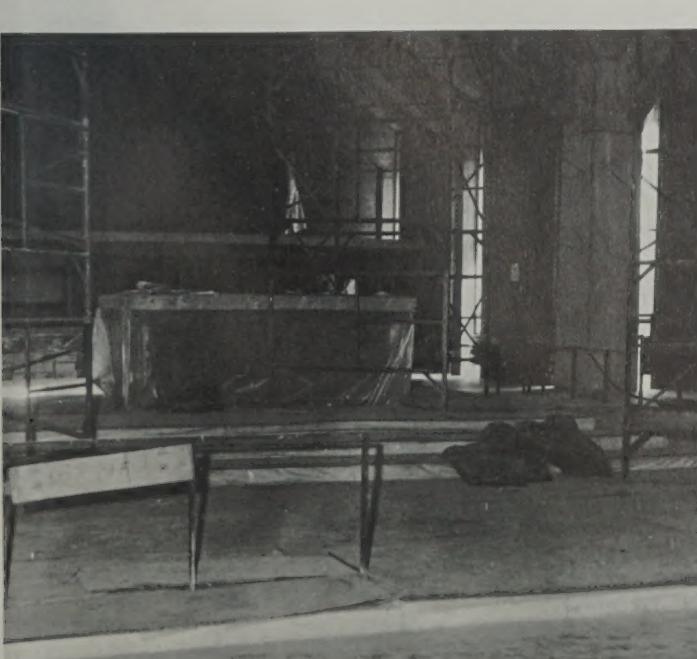


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A view of the unfinished Chapel interior and its altar rail. A recent decree of The Second Vatican Council has compelled St. Michael's, as a by-product, to remove this rail. The Chapel dedication has, for this and other reasons, been deferred until this summer.

Editorial

Graduation is fast approaching for the Class of 1965, and some samples of Senior sentiment are presented elsewhere in these pages. Admitting the better perspective of Seniors, we feel that many of today's graduates, in all colleges, overlook some important elements when making alma mater assessments.

With the same logic used by the disgruntled in other fields many students feel that college *owes* them a living - or an enlightening. They are unwilling to go even half-way in the process of learning. They complain because they find after four squandered years that no magical mental transformation has taken place. Education, in fact, must be much more than a half-way project for the student. He is doing the growing, and unless he truly wants to be spoon-fed and mind-dulled he must seize part of the initiative.

Many young alumni reach a similar negative conclusion from different premises. These are the smart, independent ones who are convinced that they did it all by themselves. Because they graduate with partially open and active minds they reason that only a lucky escape has kept them from falling victim to the prevailing blindness. This is a mistake.

The college provides facilities, teachers, counseling, and an opportunity for mature development. If these are not always of the shangri-la variety they still have given many men a chance to develop talent. To say that one's talents might have developed better elsewhere is to beg the question. The current newspaper editor, next year's student government leader, and our All-American fourth Celtics' draft choice are all transfer students. Even to argue that such as these *had* to come here is only to poison a gift horse.

We fully realize that many aspects of the college need bettering. The 1960's are a period of agonizing challenge and the slow will fall behind quickly. Yet effort is being made. We urge a fair reckoning. Students who have not fulfilled promises must assume partial blame. Students who have blossomed owe at least a partial and in many cases a substantial debt to the college.

M.M.M.

The Elizabeth City Tutorial Project needs further contributions without which it could fail. This Project is the sole property of the students and Faculty here. A student collection has already been taken; the Faculty are being approached at present. If you have not contributed yet or if you are able to give more, we hope you will make use of the Pledge Card below.

John J. Kenney, Robert Weigand
Student Committee Chairmen

I hereby pledge _____ Dollars for the Elizabeth Project
to be paid in _____ installments on _____

A Matter Of Privilege

To the Editor:

In regards to the Administration's plan to make Founders Hall a residence dorm for incoming Freshmen next year, it is my contention, along with that of many upperclassmen, that such a move would be undesirable for three reasons:

First: Freshmen do not very readily adapt to the campus life when placed in single rooms during their first year. Most Freshmen arrive at school in the fall with the expectation that they will be given a roommate. There is a psychological let-down for those who discover that they were placed in single rooms, unlike

the majority of their fellow classmen who were assigned roommates.

Second: Those upperclassmen who desire single rooms will be denied their request. Many upperclassmen find that they can study better when they have their own single rooms, and for academic reasons, the Administration should consider these requests.

Third: Many Seniors desire single rooms in Founders Hall next year, and some want doubles there. After three years on campus, there should be "Senior privilege". Ron Tenaglia, '66

The Observer

Book Policy Clarified

By James L. Goldsmith

The general notion of our bookstore is something like this: the bookstore is operated on a concession basis by which large profits are made by overcharging for books; sweatshirts, tooth paste and greeting cards are present in abundance, but there are precious few books. This is substantially what many students believe.

Great laments are fashionable these days and the bookstore is a favorite among the disgruntled. Complaints are directed unintelligently at an impersonal "bookstore," displaying lack of thought and all-but-total ignorance.

The college bookstore is not a concession. The staff is hired by the college for a salary which has nothing to do with sales returns. Any profit made goes to the college and not to the personnel. Furthermore, prices are fixed by the publishers, not by profit conscious clerks.

Granted all this, the cry that there are no books available is still a considerable exaggeration. Many students erroneously conclude that the only books to be had are those on display. It is precisely because these books are so easily "had" that more are not displayed. The main reason our bookstore is not arranged like a browser's dream is because there is a high rate of pilferage. Hardly a day goes by without some Michaelman stealing a book or two. Sales of toilet articles and clothing, which are common in most college bookstores, are used here to offset the losses due to petty larceny.

There are far more books in the bookstore than is generally supposed. A sample inquiry will demonstrate this. But even allowing for unseen stock, there is a shortage of good outside reading material. Books are gladly ordered, but the inconvenience of waiting is surely involved.

This brings us to the procedure for ordering books. The most common assumption is that the staff of the bookstore selects the titles. For the most part this is not true. Since the initiative lies elsewhere, so does much of the blame.

In a general Catholic college bookstore, some books will undoubtedly be classified as objectionable. In actuality, there is no book which cannot

be read by an intelligent student, providing he has a good reason for reading it and the background necessary for sound evaluation. To avoid unsavory or dangerously slanted books from falling into the hands of the general reader, a procedure has been established at St. Michael's for ordering books.

Lists of titles are usually submitted by the various departments and by individual professors to a book committee under the general supervision of the Dean of Studies. This committee has been prudent in its decisions, accepting with few alterations the recommendations it has received. While this system is a bit cumbersome, it can be made workable.

The only conclusion that can be drawn from a comparison of the procedure and the stunted product is that it is not working. The initiative lies with the professors. If there are not enough books in the bookstore, which is unfortunately the case, it is the fault of the professors. Many men have not bothered to revise or add to original lists. Others blithely assume that books will be available and do not bother to order them. Assignments are made and students are sent scurrying to UVM or to the stores in Burlington

Of course, there are notable exceptions. Some professors are sufficiently interested in their students to see that ample outside reading can be purchased on campus. This would seem to indicate that the system is not too demanding on the professors. If some can comply to the established formula, others should be able to. Student recommendations may also be in order.

Hopefully the number of books in the bookstore will increase. But even if the present lethargy is overcome, St. Michael's bookstore, serving a small college, will never have the volumes that can be found in a university. Moreover, the call for escape literature should not be needed. There are enough well-stocked drug stores in Burlington.

What can be reasonably expected of our bookstore and what can be achieved by pricking the consciences of the responsible remains to be seen.

Weekend Highlights Forum

By R. Weigand

May 4

At the Student Forum meeting on Tuesday, an amendment to the Constitution which would have, in effect, removed the Junior Weekend as such from the campus scene, and to replace it, set up a social committee, headed by the Forum Vice-President was defeated after lengthy debate. The amendment was originally sponsored by Mr. Grace, former president, and was spoken for at length by Mr. Mahoney.

After some discussion, Father Stankiewicz said that busses to the exams, especially on the days when Freshmen have their exams, would be obtained through his office.

The Welfare Committee is looking into the feasibility of providing a meal this Friday for the glee club to take with them on their trip to Marymount College.

A chain to prevent traffic from interfering with the basketball courts will be erected during daylight hours behind Alumni Hall, and another behind Ryan Hall.

The Forum, exercising its right to do so, will advise the administration to appoint a member of the administrative office staffs as permanent Junior Weekend, and Junior Class advisor. The members voted down a similar motion to ask for a \$7,000 limit on Junior Weekend spending.

A committee to investigate the necessity or advisability of such a limit was set up, with Mr. Hauptly as chairman, and Mr. Zelinsky and Mr. Lynch as members.

Mr. Kenney appointed several more committees, but this reporter was unable to obtain a full list of these.

FORUM COMMENT

The amendment to consolidate campus social affairs, which only a few we suspect, actually expected to be passed, is dead. We suspect will not be resurrected.

The limit on spending for Junior Weekend has been left unlimited, except by the amount a class is able to raise. It is possible, even likely, that the investigation committee may well come up with the same suggestion as the Forum, a limit. It

would have to be flexible, of course, but it would be there to keep grandiose ideas and unsound schemes from dominating the financial activities.

Because the glee club is in the habit of paying for its own travelling meals individually, and most of the other clubs which travel are not, it's a good precedent to set, to pack them a lunch. And, anyway, they are one of the best public relations groups we have here.

Homily Grits.

HEY DIDDLE DIDDLE

By John Kenney

".... yes Father, I know it's one AM Sunday morning I'm sorry to disturb you at this hour but I felt it was important No Father, I haven't been drinking Well it's just that a large dark man just crept past my window No, I didn't recognize him, but he had a guitar in a holster slung low on his hip and he had a flare gun in his right hand Yes he did have a bulk of paper in his pocket, but I couldn't tell if it was a contract or not No, I'm not afraid of the dark, but I'd prefer it if you would send some one over. I can't seem to get to sleep Yes Father, a net sounds like a fine idea Yes Father, thank you Good Night."

THE LAST WORD

The twists and turns that education and sophistication take as they jog along hand in hand never cease to amaze. A festering of the infection spread by these two brothers was evidenced by a new addition to a familiar wall I passed yesterday. On it was carefully inscribed, "God is Dead." - Nietzsche. But today, when I passed the same wall, this had been crossed out and scratched below it was, "Nietzsche is dead." - God.

NOT A DROP

And there he went, saved from nudity only by the grace of a towel (white) and a toilet kit, hippity-hop, hippity-hop, in a desperate search for water. Coleridge's Ancient Mariner had nothing on this one. And there wasn't just one, there was a whole group of them. The left-behinds, who stayed when everyone else abandoned the ship to go home for Easter, discovered shortly after the mob left, that their home away from home was waterless. This small but greatly unwashed stayed unwashed for three days. Unless, of course, one of them was able to catch a spastic spurt of water large enough for a teacup bath or summoned enough nerve to approach the neighbors.



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Sages Retort; Seniors Voice Opinion

To the Editor:

Mr. Goldsmith wants a shortcut in his philosophical-theological education. He wants the impossible. He objects that as things now stand, these courses do not adequately prepare a Christian student to confront the complex philosophical milieu of our pluralistic society. This is true. But does the Introduction to Physical Science adequately prepare its students for the complexity of contemporary scientific society? Does General Biology adequately prepare its students for the rich depth of the biological sciences?

Do any of the other introductory and liberal courses at the college furnish an adequate or sophisticated finish to their disciplines? What are graduate schools for in any case?

Theology and philosophy are no less complex and difficult than any physical or mathematical science. As important as their subject matter may be and as demanding as their goal may seem, philosophy and theology are no exception to the laws of learning.

Chief among these laws of learning is the requirement that the teacher and learner begin with the easiest and best known

To the Editor:

As a graduating Senior, I would like to confirm the claims to excellence attributed to St. Michael's College. Just about every graduating Senior would admit an undercurrent of anxiety and bitterness in existence on campus. Most of it is temporary and from that segment of the Class which did not take full advantage of their opportunities.

Why do I bother to explain the situation? I cannot claim to have all the answers to these gripes. But I am graduating, and do feel I have gained tremendously from my Hilltop experiences. Many underclassmen are now all-ears to upperclassmen vindictiveness, no matter how unfounded. I guess it's the collegiate thing to do.

But I think that if you do a little work and become involved, you will be as proud to graduate from St. Michael's

as I will be in June. Many professors will claim that you will not appreciate what St. Michael's has done for you until many years after graduation. If you work and keep an open mind, this advice will be borne out.

President Dupont has always been sympathetic to our problems. Father Gokey has always encouraged me and others to work for improvement of what we find fault with. Also, Mr. Ross, the alumni director, has been especially helpful to the Class of 1965. Finally, and very meaningfully, Mr. Powers, my class advisor, has been more than helpful - he was patient.

The advice I could pass on to the underclassmen is to seek out your advisors and work with them in order to correct anything that you might be critical of.

Sincerely,
Frank J. Geier, '65

points and proceed from there, slowly, carefully and consistently. No one suggests a student begin an elementary course in mathematics with differential equations. Likewise the college

introduction to the sciences of philosophy and theology must begin at the beginning. St. Michael's does not produce professional scientists in any field. The college offers a liberal education designed to open the doors to the professions at a prior and incomplete level.

This does not mean that those who teach philosophy and theology in this way cannot continue to find better ways to do it. The philosophers and theologians must always be searching for the ideal, the ideal teacher, methodology and textual materials for such a liberal education.

This is why the philosophers have realized for a long time that only 12 hours of philosophy, at a Freshman-Sophomore level are insufficient. Nevertheless few students have taken the electives available, including that of modern and contemporary philosophy.

In the February 6th issue of this paper, the Chairman of the philosophy department sketched the plans for a new program of studies in both theology and philosophy. Already partially in effect it will endeavor to remedy our deficiencies and to meet the real needs of our undergraduates.

Mr. Goldsmith can rest assured that we are not going to drown in the Greeks. If we begin with them it is because they furnish both the historical and pedagogical starting point for a liberal study of the basic problems of philosophy.

The second year course does in fact treat the contemporary problem, the validity of claims that philosophy and theology are sciences. In our own day the Neo-Positivists, such as Lord Bertrand Russell, have denied these claims. The results have been scepticism, relativism, agnosticism and a large part of our moral decay.

Projected for the third and fourth years will be modern and contemporary problems concerning the existence of God, creation of the universe and the nature and immortality of man. Students will come face to face with the world in which he lives (4th year) and he will learn the principles for the reasonable, free and moral life that a Christian must live in that world.

Mr. Goldsmith is welcome to the ranks of those who want a better philosophy-theology program in the Catholic College. Perhaps more letters of the same type, next year, will earn better answers.

The Philosophy Dept.

To the Editor:

... the twentieth century has no universal man. All men today must learn to know through one another --- to judge across their own ignorance --- to comprehend at second hand. These arts are not easily learned. Those who would practice them must develop intensity of perception, variety of mental activity, and the habit of open concern for truth in all its forms. Where can we expect to find a training ground for this modern maturity, if not in our universities?

John F. Kennedy, April, 1963

President Kennedy made these remarks at the centennial celebration of Boston College two years ago. What he said was about the same thing that many people have been saying since Aristotle; he emphasized the need for intensity of perception and mental activity in terms of the modern world.

There has also been a great deal of theorizing among the members of the graduating class about ideas, but these discussions usually center on the discrepancy between the ideals expressed in the College catalog and the actual result of these ideals in graduate school rejections, low graduate record scores, the absence of Woodrow Wilson scholars and other academic honors, and a feeling of mental timidity in a world needing mental tempest.

How does St. Michael's measure up to Kennedy's demands? Well, in theory, rather well. For example, the College catalog criticizes other schools because they have been "turning out graduates with a good fund of information, but without the breadth of thought and the accuracy of judgment which are the marks of the educated man." In theory, everybody agrees with everybody.

Nevertheless, this "breadth of thought" has been too rarely encouraged in our four years here, and we consider ourselves better prepared to judge than any teacher or administrator. It is 1961-1965 that must stand the test, for that is where our \$10,000 has been invested, not 1965 onward, the age of buildings rising and curriculum revising.

The meaning of "breadth of thought" in the context of four years of the St. Michael's Plan, we fear, is very elusive; it is a boiled-out pot of verbiage with only the residue of "well-roundedness" remaining. After over 120 credit hours of courses we are convinced that "breadth of thought" is really "breadth of knowledge" which is little more than "well-roundedness." What are the well-rounded to do? Roll!

Kennedy's demand for "intensity of perception" resulting in the ability "to judge across (our) own ignorance" has nothing whatever to do with our gaining knowledge --- or even of appreciation --- if it is thought out and agreed upon in advance and given as a resume of the truth. What is the value of a pastiche of art, music, and literature in a chronological sequence if the student is rarely asked to think about it --- just know it?

If philosophy is the love of thought, what is the value of true-false exams? If philosophy (thought) provides the framework for dogma (assertion) which provides the framework for religion (practice), how can dogma be taught philosophically or philosophy taught dogmatically? The use of dogma to support philosophy is a travesty.

So, the truth arrived at by the thought based on scholarship is caged by a superstructure of organization and interrelationships and often by a wall of pedantry with all pure light dimmed by the inhibitions of academic regulations and research inadequacies.

Kennedy said elsewhere in his speech "as the world presses in and knowledge presses out, the role of the interpreter grows." Here, the role of the interpreter hardly exists. All interpretation is accomplished beforehand. The student with a bent for interpretation must ultimately be reduced to: "Dear to me is interpretation, dearer still the diploma."

The main saviour from all of the artificial challenges and equipment of the curriculum is the academic environment in which there are faculty members of great variety including some very good, some very bad, and many mediocre; students, some very good, some very bad, many mediocre; a handful of good semester electives that can be crammed into tight schedules; a library of sorts (with selected books in cold storage). The tension and sparks from these save us. The core curriculum often persecutes us.

There are changes ahead, although the Dean has already said that student suggestions deposited in his office are ignored. But, there is always the hope that the faculty will be an effective voice in getting what the students come here to get. We sincerely hope that St. Michael's will be a great and vital college in future time.

Ronald A. Sudol, 1965



Frs. Duford, Morin, Lanone and Nadeau (seated) will celebrate a total of 100 years of priestly service, May 18, at 4:30 when they concelebrate a Silver Jubilee Mass.

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"The boy at left relaxes with a Coke while the "shaking" Shirelles gyrate from the stage at Port Kent. An informal, outdoor atmosphere prevailed."



Folksinger Tom Rush highlighted Saturday night's activities at the Gym.

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Mr. Case Analyzes Cut System

By James G. Case

I am not a member of the administration of the college. In one way, then, I am unable to judge the "cuts" system as they might do it.

In another way I am intimately involved in the system because a teacher is the actual source of its effectiveness. If the teacher does not record the cuts, the system fails its purpose; if he does record them, every teacher and student knows what this can mean.

What do I think of "cuts" at this college? First the problem. Great care must be taken to discover whether a problem exists and if it does, still greater care to state it correctly. The problem is not whether teachers or students like the cuts system. That is too subjective. The problem is whether in our own circumstances at this college, the cuts system is good or bad for the school, teachers and students?

Here are the possibilities:

1) No cuts at all. Everyone attends every class or else.

2) Unlimited cuts. A valid excuse of any kind, including laziness, excused absence.

3) Limited cuts. Our present system.

4) No cuts - unlimited cuts i.e. students need never excuse themselves. It is entirely up to them whether they will attend classes at any time. Note well: Do not confuse possibility #2 with #4, they are not the same.

Only the most rigid (and foolish) could advise policy 1. No human rule exists that does not allow for contingency and exception. Policy 2 is almost empty of any meaning. Why have a system of cuts at all if any excuse is valid? The only possibility would be an extraneous reason, e.g. to keep the statistics of class attendance.

As I see it, the issue, if there is an issue, is a choice between policy 3 and policy 4.

Arguments for policy three are several, all reasonable, some good. A college degree represents work done, class work included. Compulsory attendance assures same work done. Therefore . . . Parents expect their sons to be at classes (getting money's worth. Compulsory attendance . . . etc.) Teachers cannot talk to empty classrooms. Compulsory attendance . . . etc. Yet policy 3 allows for contingencies and exceptions. The only argument that then arises is this: What number of cuts do you set? Do you rigidly or loosely enforce the system?

Arguments for policy 4 are several but all reduce to one: College students are adult males, at least adult enough to assume personal responsibility for success or failure in their subjects. If they can pass and pass as well as they wish without class attendance, then more power to them. If they cannot, the college's responsibility ends in providing classrooms and teachers. Free adults are responsible for their own free decisions.

Then the argument becomes: Are this college's students really adult and responsible? Is it fair for some students to pass without class attendance while others in attendance fail?

Have I stated the policies and problems adequately? What are my conclusions? First, the

Ideal situation may seem to be policy 4. Then we say, that's the ideal but it can't be achieved. I dislike that way of putting things. An ideal practical solution can be achieved but won't. There is a difference.

As far as I am concerned "in our own circumstances at this college," policy 4 is impossible. Not for all times, but here and now. It is impossible for these reasons: The college administration considers class attendance as part of work done; feels responsibility toward parents, won't pay teachers to talk to empty classrooms, does not force teachers to be more demanding on students in class (and cannot), and does not consider students to be responsible enough for this policy. It holds not one of these but all of these as valid reasons to support policy 3.

I am not reading minds, this is my conclusion by induction from statements and actual practice. Does this mean policy 4 is not better in general or will never be adopted? No. But it means that it won't be adopted unless someone can show why it is better and change some minds.

We are left with policy 3. Compulsion with exceptions. Still there remains the problems: What number of cuts do you set and how rigidly do you enforce the system? There is a history of changes in policy on these two questions. The present catalogue ('64-'65) states the policy as of now. An "Official Notice" of Feb. 5, 1963 states "more than three (3) unexcused absences in one semester is considered excessive." that clear enough?

The catalogue might be clearer, the notice helps. Speaking personally I suggest something more is required. If we have a policy let us enforce it carefully and consistently. That's the rub. Honesty demands saying that teachers now do not record and/or report all absences and excessive absences. Honesty also demands saying it appears that students who have sinned against the rule have not always been penalized when reported.

Honesty demands saying that the policy needs extension to cover more specifically the possibility of tournament absences or at least a statement that exceptions to the whole system are possible.

Perhaps, in any event, failure to perfect this policy is due to perennial human failures. But I also think it is due to one other factor. Compulsory attendance in the cuts system requires the distasteful job of student disciplining. I for one see little difference in this between the position of the high school teacher and our college teachers. College students do not like to be disciplined. Still it may be good for them. But college teachers do not like to discipline and I have very serious reservations if that is good for those teachers.

So I will finish with a question for you: A very great teacher of mine once faced a noisy college class (fired up by some extracurricular activity.) He simply walked out; they were not ready for him. Here at St. Michael's, what would be done by the teacher in a similar situation? My teacher was a very great teacher!

Religion Holds Lead In Coming Lecture Series

ANNOUNCEMENT of several features for the 1965-1966 St. Michael's College Lecture Series has been made by the Rev. Francis X. Gokey, S.S.E.

The list includes, with tentative speakers indicated:

October 3, 4, 5, 1965 - Workshop in the Liturgy

Speakers: Rev. Joseph Connolly;

Mr. John Mannion, Executive Secretary of the Liturgical Conference;

Mrs. Mary Perkins Ryan; and possibly the Baroness Maria von Trapp.

November 8, 9, 1965 - Conference on Religion in the Communist Bloc

Prof. Robert V. Daniels, Chairman, UVM history dept. (moderator);

Dr. Ference Nagy, former Prime Minister of Hungary;

Prof. Harold J. Berman, Harvard University;

Prof. Kenneth Scott Latourette, Yale University; Sterling Professor of Missions and Oriental History Emeritus;

And a hoped-for: representative from Yugoslavia; an expert on Vatican relations with Communist countries; and a representative from the recently established Vatican Commission for Non-Believers.

March 7, 8, 1966 - Workshop on Ecumenism

Dr. Abraham Heschel, Jewish Theological Seminary of America;

Rev. John Courtney Murray, S.J., Professor of Theology, Woodstock College, Maryland (tentative);

Dr. Douglas Steere, T. Wistar Brown Professor of Philosophy Emeritus, Haverford College, Pa.;

Rev. David G. Colwell.

The rest of the lecturers for next year have not yet been confirmed.

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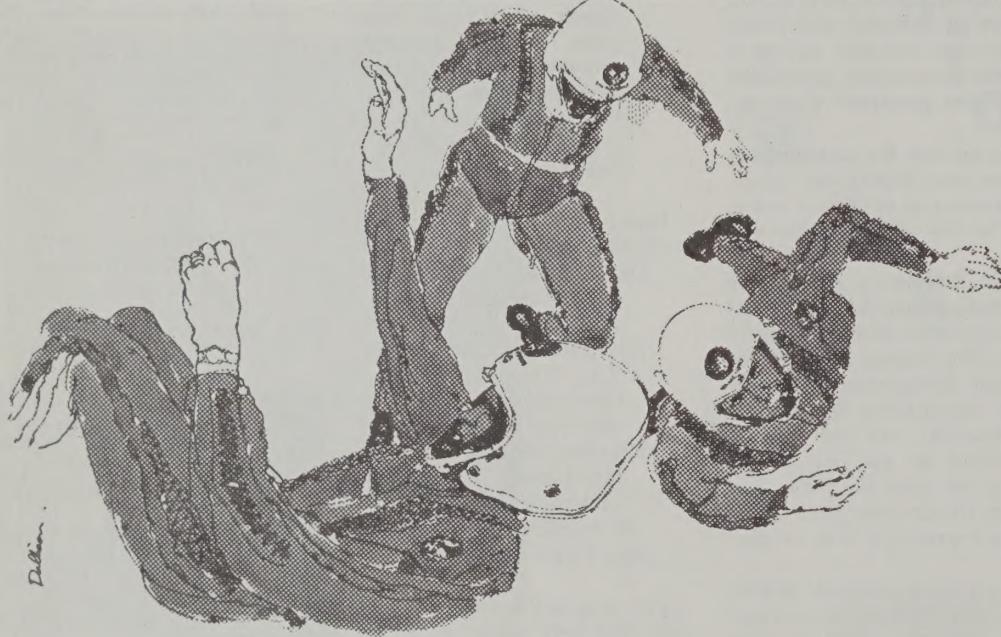
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By solving problems in astronautics, Air Force scientists expand man's knowledge of the universe. Lt. Howard McKinley, M.A., tells about research careers on the Aerospace Team.

(Lt. McKinley holds degrees in electronics and electrical engineering from the Georgia Institute of Technology and the Armed Forces Institute of Technology. He received the 1963 Air Force Research & Development Award for his work with inertial guidance components. Here he answers some frequently-asked questions about the place of college-trained men and women in the U.S. Air Force.)

Is Air Force research really advanced, compared to what others are doing? It certainly is. As a matter of fact, much of the work being done right now in universities and industry had its beginnings in Air Force research and development projects. After all, when you're involved in the development of guidance systems for space vehicles—a current Air Force project in America's space program—you're working on the frontiers of knowledge.

What areas do Air Force scientists get involved in? Practically any you can name. Of course the principal aim of Air Force research is to expand our aerospace capability. But in carrying out this general purpose, individual projects explore an extremely wide range of topics. "Side effects" of Air Force research are often as important, scientifically, as the main thrust.

How important is the work a recent graduate can expect to do? It's just as important and exciting as his own knowledge and skill can make it. From my own experience, I can say that right from the start I was doing vital, absorbing research. That's one of the things that's so good about an Air Force career—it gives young people the chance to do meaningful work in the areas that really interest them.

What non-scientific jobs does the Air Force offer? Of course the Air Force has a continuing need for rated officers—pilots and navigators. There are also

many varied and challenging administrative-manage-rial positions. Remember, the Air Force is a vast and complex organization. It takes a great many different kinds of people to keep it running. But there are two uniform criteria: you've got to be intelligent, and you've got to be willing to work hard.

What sort of future do I have in the Air Force? Just as big as you want to make it. In the Air Force, talent has a way of coming to the top. It has to be that way, if we're going to have the best people in the right places, keeping America strong and free.

What's the best way to start an Air Force career? An excellent way—the way I started—is through Air Force Officer Training School. OTS is a three-month course, given at Lackland Air Force Base, near San Antonio, Texas, that's open to both men and women. You can apply when you're within 210 days of graduation, or after you've received your degree.

How long will I be committed to serve? Four years from the time you graduate from OTS and receive your commission. If you go on to pilot or navigator training, the four years starts when you're awarded your wings.

Are there other ways to become an Air Force officer? There's Air Force ROTC, active at many colleges and universities, and the Air Force Academy, where admission is by examination and Congressional appointment. If you'd like more information on any Air Force program, you can get it from the Professor of Aerospace Studies (if there's one on your campus) or from an Air Force recruiter.

United States Air Force

Glee Club Trip: Happiness Is Giving A Good Concert

by Frank Stuart

"At the sound of the trumpet." It wasn't Bach, but what sounded like one of his "D trumpets" scared me out of my sleep at 5:30 A.M. on P-Day, April 10.

"Yeh, I'm going to Boston today, but the bus doesn't leave until 8."

ZZZZZZZZZZZZZ.

Bach never had bells, but my alarm clock does.

The usual morning cleaning ritual is speeded up. On goes the London Fog. Suitcase (heavy) in one hand and tails (falling off

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the hanger) in the other, you travel the improvised path from Alumni to the dining Hall. You've got five minutes to eat. Breakfast is a cup of tea and two pieces of toast. You're the last one on the bus, and you find your seat.

And you're off on Vermont Transit's answer to the Coney Island roller coaster with a larger price tag.

Once the bus passes through Montpelier, you learn your first lesson of the day. Don't travel the road from Burlington to Boston on a bus unless you're lying in a pine box. Fr. VanderWeel will support you on that one.

The "Host of the Highways" serves you lunch and before you can say every word in the English language, the bus is pulling in front of the Essex Hotel in Boston. The Club is late and you are told to throw your stuff into your room, find what you'll need until you return tonight, and leap back into the bus. (Recommended training for all Glee Club members - a course in how to do the greatest number of things in the least possible time.)

Eyes twinkle and the bus driver has just passed the main gate of Newton College.

Magically, and it seldom fails when you are finally on stage, the conductor and pianist are there, and the audience is waiting, that convincing has taken place. You want to give all you can. When the compliments and applause come, you know that the "90% perspiration" has paid off. And, you don't mind missing P-Day.

At a predetermined time (they always are) everyone assembles in the very small locker room of the gym. With your suitcase at your feet, one man at each elbow, a locker in back and in front of you, you literally jump into your tails, with back-button assists from your neighbor.

You look ready to sing. But, this time, Brahms' and Mozart's tunes are the last things you'd like to have come out of your mouth.

The minute that concert is over, a load drops from your shoulders, and you have that promised mixer on your mind. With those slightly travel-worn clothes on, you dash into a dorm lounge knowing that you haven't got time to waste. (An early departure as scheduled gives you about 30 minutes.) So, you introduce yourself to some Newton girl who happens to be waiting for an introduction from someone, and you make the most of the situation.

Sunday means Mass, and after Mass, brunch. The bus rolls again under sunny skies to Wheaton College in Norton, Mass.

More rehearsing. You're flat because you're tired from the rushing. You work at tuning up, and finally you're on pitch.

The concert goes extremely well. Both conductors are pleased. Once again the compliments come, and they alleviate your tiredness.

The Wheaton girls give parties as good as their concerts, which are excellent. You relax, dance, and have a good time. Goodbyes are said, addresses written, and you head back for Boston.

Early to bed tonight. The most important concert of the trip is tomorrow at the New England Conservatory of Music, Dr. Tortolano's Alma Mater. You want it to be the best you've done.

When you step through the door of Jordan Hall, you are happy you didn't decide to stay on campus for P-Day. The beautiful baroque concert hall with the giant organ pipes lining the back wall of the stage overwhelms you. This is what you've been waiting for.

The first step on the stage tells you that this is the moment. In Glee Club terms, it's time you arrived. And the Club did. That so-expressive "Thank you" from Dr. Tortolano just before the last number raises you to the height of the organ pipes. You wouldn't have missed it for the world.

Congratulations from professional musicians and students alike follow and the conductor reiterates his heartfelt thanks and expresses his pride in you.

Now you're ready for the long trip back.

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No Posted Grades '65-'66

At the faculty meeting of March 23, 1965 it was determined that beginning with scholastic year 1965-66, the publication of final grades for all courses will be made only through transcripts sent directly to students and their parents.

The basis for this decision is: 1) Lists of final grades pre-published on bulletin boards are often misread by the students;

VanderWeel to ST. John's U; NFS Grant

By T. Ruggiero

Father Richard Vander Weel, a member of the St. Michael's College philosophy department, has recently been awarded a grant from the National Science Foundation. The grant will enable him to attend a special program in philosophy and science at St. John's University in Brooklyn over the summer.

Approximately 50 philosophers and scientists will be involved in the program which will attempt to promote a mutual understanding between men of both fields. The course will be under the direction of E. Vincent Smith, a member of the philosophy department at St. John's and a recent lecturer here at the college.

This past summer Father Vander Weel, himself an alumnus of St. Mike's and valedictorian of his 1958 graduating class, received his Licentiate, an intermediate degree ranking between an M.A. and a Ph.D., from Laval University in Canada. He also received the Governor's medal for being the outstanding philosophy student in the Province of Quebec.

Next year Father Vander Weel plans to take a leave of absence in order to do further graduate work toward his doctorate.

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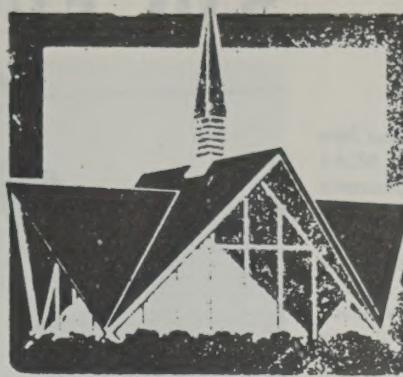
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2) The student can best be given guidance for the pursuit of his studies only after all grades are recorded;

3) We have noted that the early publication of failing grades had brought about the discouragement of some students and affected their efforts during the rest of the examinations.

The implication of this decision is that the Dean must work closely with the Registrar's office to get into each student's hand the transcript of his final grades and the written notes of academic advice before the opening of summer schools.

EDITOR'S NOTE: Fr. Morin emphasized that this policy does not apply for the final exams of the present year and would be in effect beginning only the next scholastic year.



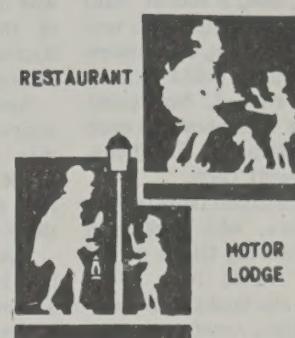
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The Last Hurrah

By Jerry Wisneski

By Jerry Wisneski

As the 1964-65 academic year leads down the home stretch, a review of the Hilltop sports year seems in order. (Seems it always does.) It was an eventful season, any way you look at it.

In the fall, SMC's soccer team sported a new coach, plus a new offense, but a green, Sophomore dominated squad could muster only a 1-7 record. Noticeable improvement was shown in each game, culminating in a 2-0 victory over Lowell Tech.

Interclass football laurels went to the Seniors, who backed in when the amazing Class of '66 "propelled" itself to a 19-12 victory over the Sophs in the season's last game. Astute coaching by Mike Tranghese, plus a quarterback-shaking fearsome foursome were instrumental in the Seniors' success.

The advent of winter found the ski team working out feverishly under the guidance of new coach Greg McClallen (SMC '64). However, early snows failed to descend on the ski capital of the East and the season was lost before it ever began.

St. Michael's is a sports concentrator in basketball. The '64-'65 season was the year of Evansville. Coach Ed Markey's first full year as head coach found the Knights compiling a 21-7 mark. Highlights included being named the leading small

college club in the East and New England, winning the NCAA Northeast Regional Tournament at Syracuse, N.Y., and getting nationwide recognition for a creditable performance at Evansville, Indiana. Ed Markey was named New England's Coach of the Year and Star Center Richie Tarrant was awarded first string All-America laurels.

Again, the Class of '65 reigned supreme in interclass sports, this time defeating the Sophs 67-56 in basketball. Lefty Hadlock and Ginnick Connelly gooned their way to 20 points apiece.

The Seniors gathered duckpin bowling honors while the consistent Sophomores were Kings of the Hill in Tenpin action.

Although it's too early to evaluate spring sports, judgments can be made. The baseball nine is weighted down with a 1-3 record and their short pitching staff and inconsistent hitting signal a dismal season.

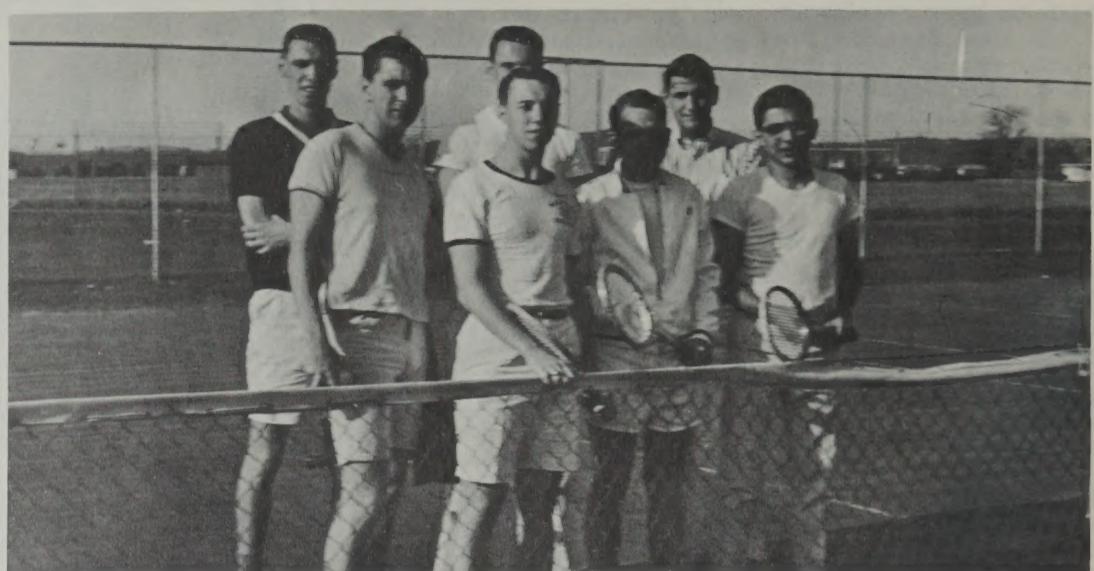
Doc Jacobs' linksmen, perennial state champs, outshot UVM and St. Lawrence, along with capturing another Vermont state title.

In interclass softball, the hard-hitting Sophs look like the team to beat.

What about the 1965-66 sports scene at SMC, ask the inquisitive laymen.

Next year's soccer team will feature another new coach, Tony

SMC Fields New Tennis Team



Latest edition of Tennis team, hoping for fuller schedule next year. Left to right: front, Denny Braiden, Joe Nemo, Jack Schmult, Wes Ablivion. Rear: Dave Szady, Bill Gorman, Peter Luchini.

irreplaceable Seniors depart, but five swift Freshmen, plus two promising transfer students (Roger Herman and Tom McKenna), along with Jim Dooley, Bob Kryger, Dick Falkenbush and other varsity returnees should lead the Knights to a successful season.

As for the baseball team, a few students have suggested that Ed Markey corral Cleon Jones and Danny Napoleon of the "Amazing Ones" for SMC duties. All kidding aside, the Diamond Nine loses only two Seniors and the addition of a few mound twirlers could give SMC the long-awaited winning season it has been look-

ing for.

John Harvey and Mike Tranghese depart from the golf team in June. Yet Purple Knight golf fortunes look secure in the long irons of Juniors Billy Walsh, Kevin Gokey, John Schunke and Kevin Sullivan, along with Soph Brian Murphy. As they used to say in Brooklyn, "Wait until next year."

GIANT

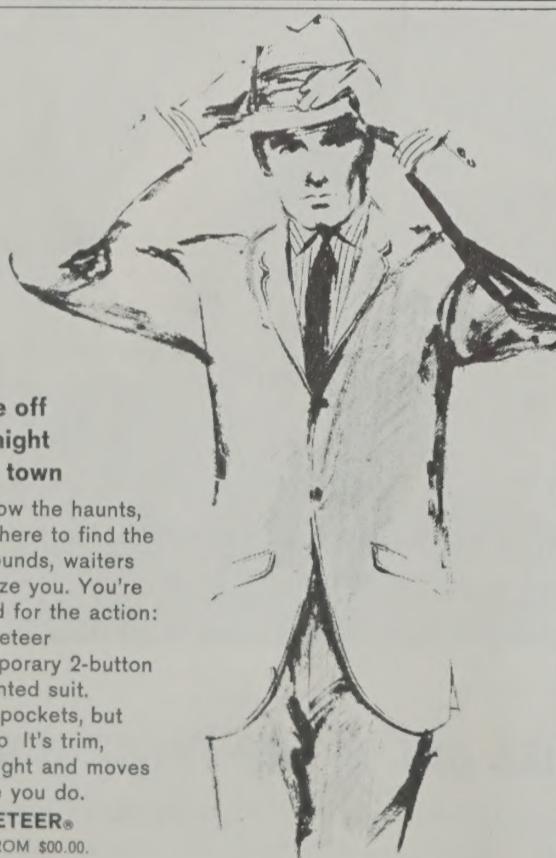
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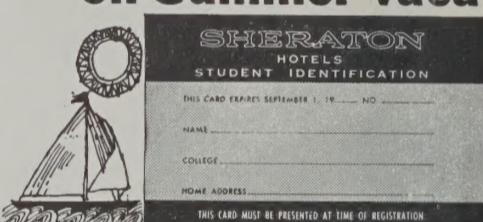
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